



**MAINE  
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

**MeCAS Assessment Data 2010-2011:** Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2010 (Grade 3-8), spring of 2011 (High School), spring of 2011 (Alternate Assessment-Science), and spring of 2010 (Alternate Assessment- Reading and Mathematics).

**Adequate Yearly Progress (AYP):** Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

**Qualifications of Teachers:** Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

**National Assessment of Educational Progress (NAEP):** Data from the 2008-2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at [www.maine.gov/education/nclb/index.html](http://www.maine.gov/education/nclb/index.html) or by contacting the NCLB Clearinghouse at 624-6705.



# 2011-2012 NCLB Report Card

School: Yarmouth High School

SAU: Yarmouth Schools

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# 2011-2012 NCLB Report Card



**School:** Yarmouth High School  
**SAU:** Yarmouth Schools  
**Grade:** High School



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	127	124	98	77	77	47	30	48	21	2	122	2	
	2010-2011	106	100	94	79	79	50	23	56	14	7	99	1	0
Female	2009-2010	66	63	95	79	79	49	30	49	19	2			
	2010-2011	50	47	94	87	87	54	26	62	6	6			
Male	2009-2010	61	61	100	75	75	46	30	46	23	2			
	2010-2011	56	53	95	72	72	46	21	51	21	8			
Caucasian/White	2009-2010	126	123	98	77	77	48	29	48	21	2			
	2010-2011	104	99	95	79	79	51	23	56	14	7			
African American/Black	2009-2010	0	0				28							
	2010-2011	1	0	0			23							
Hispanic	2009-2010	0	0				42							
	2010-2011	0	0				45							
Asian or Pacific Islander	2009-2010	1	1	100			41							
	2010-2011	1	1	100			51							
American Indian or Native Alaskan	2009-2010	0	0				27							
	2010-2011	0	0				35							
Economically Disadvantaged	2009-2010	5	5	100			31							
	2010-2011	8	6	75			34							
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	10	9	90			16							
	2010-2011	17	13	76	38	38	17	15	23	38	23			
Limited English Proficient	2009-2010	0	0				13							
	2010-2011	0	0				9							

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

\*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

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**Grade:** High School



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	127	124	98	81	81	45	19	61	15	5	122	2
	2010-2011	106	100	94	83	83	49	14	69	11	6	99	1
Female	2009-2010	66	63	95	79	79	43	11	68	14	6		
	2010-2011	50	47	94	79	79	47	13	66	11	11		
Male	2009-2010	61	61	100	82	82	47	28	54	15	3		
	2010-2011	56	53	95	87	87	51	15	72	11	2		
Caucasian/White	2009-2010	126	123	98	80	80	46	20	61	15	5		
	2010-2011	104	99	95	83	83	50	14	69	11	6		
African American/Black	2009-2010	0	0				22						
	2010-2011	1	0	0			21						
Hispanic	2009-2010	0	0				40						
	2010-2011	0	0				36						
Asian or Pacific Islander	2009-2010	1	1	100			51						
	2010-2011	1	1	100			62						
American Indian or Native Alaskan	2009-2010	0	0				28						
	2010-2011	0	0				32						
Economically Disadvantaged	2009-2010	5	5	100			28						
	2010-2011	8	6	75			31						
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	10	9	90			14						
	2010-2011	17	13	76	54	54	15	<1	54	31	15		
Limited English Proficient	2009-2010	0	0				16						
	2010-2011	0	0				17						

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

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Group	Science Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students													
	2010-2011	106	100	94	60	60	44	4	56	27	13	99	1
Female													
	2010-2011	50	48	96	58	58	40	2	56	29	13		
Male													
	2010-2011	56	52	93	62	62	48	6	56	25	13		
Caucasian/White													
	2010-2011	104	99	95	61	61	45	4	57	26	13		
African American/Black													
	2010-2011	1	0	0			19						
Hispanic													
	2010-2011	0	0				37						
Asian or Pacific Islander													
	2010-2011	1	1	100			49						
American Indian or Native Alaskan													
	2010-2011	0	0				26						
Economically Disadvantaged													
	2010-2011	8	6	75			29						
Migrant													
	2010-2011	0	0										
Students with Disabilities													
	2010-2011	17	13	76	38	38	14	<1	38	23	38		
Limited English Proficient													
	2010-2011	0	0				10						

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

\*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 78%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Graduation Rate Target: 83%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	94	94	96	78	78	49	94	94	96	82	82	47	98	98	83
Caucasian/White	95	95	96	78	78	50	95	95	96	81	81	48	97	97	83
African American/Black	*	*	93	*	*	26	*	*	93	*	*	22	0	0	73
Hispanic	*	*	90	*	*	44	*	*	90	*	*	38	100	100	77
Asian or Pacific Islander	*	*	96	*	*	47	*	*	96	*	*	55	100	100	89
American Indian or Native Alaskan	*	*	89	*	*	31	*	*	88	*	*	30	0	0	67
Economically Disadvantaged	*	*	94	*	*	33	*	*	94	*	*	30	86	86	71
Students with Disabilities	*	*	91	32	32	17	*	*	91	45	45	15	82	82	65
Limited English Proficient	*	*	94	*	*	11	*	*	94	*	*	16	0	0	80

\*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

# 2011-2012 NCLB Report Card

## Maine Teacher Quality Data



**School:** Yarmouth High School  
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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School <sup>1</sup>	6	7	14	6	9	1

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2011	9

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

<sup>1</sup>Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.